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ABSTRACT

This Policy and Procedures Manual was prepared by the Illinois Articulation Initiative (IAI) Technical Task Force to assist college and university administrators, faculty members, and other staff participating in the IAI. The preface contains background information on the IAI, whose goal is to facilitate inter-institutional transfer, and its initial task of developing a transferable general education curriculum. The next sections include the Board of Higher Education's policies on transfer and articulation, institutions eligible to participate in the IAI-all Illinois associate and baccalaureate degree-granting institutions, and the requirements for the formation and ensuing role of a baccalaureate major panel. The manual identifies panel operating procedures, consisting of the panel meeting, recommendation development, and recommendation implementation; panel members are identified in terms of principles and replacement processes. The steering panel's criteria for endorsement, course assignment review for general education and majors, and its appeals process follows. The document concludes with the public university-community college academic leadership conflict resolution statement, and IAI's roles and responsibilities. (YKH)

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ED 416 930

ILLINOIS ARTICULATION INITIATIVE

To Facilitate Interinstitutional Transfer

POLICY AND PROCEDURES MANUAL

September 1997

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PREFACE

In January 1993, the Board of Higher Education, Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities jointly launched the Illinois Articulation Initiative (IAI) to facilitate the transfer of students among Illinois colleges and universities—public and private, associate and baccalaureate degree-granting. The IAI grew out of the Board of Higher Education's policies on Transfer and Articulation adopted in September 1990 at the recommendation of the reconvened Committee on the Study of Undergraduate Education. The Board's policies contain two key concepts around which the IAI was designed: First, that "associate and baccalaureate degree-granting institutions must be equal partners" in delivering lower-division courses and, second, that "faculties must take primary responsibility for developing and maintaining program and course articulation."

While the Board of Higher Education, Illinois Community College Board, State Board of Education, and the Transfer Coordinators of Illinois Colleges and Universities are cosponsors, the IAI is a voluntary cooperative agreement among about 100 Illinois colleges and universities that is designed to assist the thousands of Illinois students who transfer from one college or university to another in pursuit of a bachelor's degree.

The first IAI task was to develop a transferable general education curriculum. From January 1993 through May 1994, faculty panels for each of the five major fields commonly represented in general education programs—communication, mathematics, humanities and fine arts, physical and life sciences, and social and behavioral sciences—developed the Illinois transferable General Education Core Curriculum. The Steering Panel adopted the completed curriculum, along with a time frame for its implementation, in May 1994 and forwarded both the curriculum and time frame to the Board of Higher Education and the Illinois Community College Board for their endorsement. Both the Board of Higher Education and the Illinois Community College Board endorsed the Illinois transferable General Education Core Curriculum in September 1994, and the Board of Higher Education invited institutions to submit statements of their intent to participate in implementing the agreement effective with first-time freshmen in summer 1998 and after. Participating institutions then identified their courses that matched those in the General Education Core Curriculum, and a website was designed for use by college counselors and advisors and to explain the agreement to students, prospective students, and their parents. As of May 1997, the Illinois transferable General Education Core Curriculum is available at *http://www.iTransfer.org*.

When the General Education Core Curriculum was completed, the next task was to develop agreements on the courses essential for community and junior college students to complete prior to transfer into a particular baccalaureate major to be on a par with other juniors in that major. As each recommendation is completed, institutions are asked to identify their courses that match those in the recommendation, the panel reviews the matched courses, and the website is designed. Ten baccalaureate majors' agreements become effective for first-time freshmen entering in summer 1998, and seven agreements will become effective in summer 2000. Additional panels are developing recommendations that will be phased in as they are completed. Recommendations for a total of about 30 majors will be completed as part of the IAI. The first of the baccalaureate majors' recommendations will be available on the website in January 1998.

This *Policy and Procedures Manual* was prepared by the IAI Technical Task Force to assist college and university administrators, faculty members, and other staff in participating fully in the Illinois Articulation Initiative.

BOARD OF HIGHER EDUCATION
POLICIES ON UNDERGRADUATE EDUCATION
Adopted September 1990
Transfer and Articulation
Amended September 1994 and May 1997

Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs in Illinois. While each institution is ultimately responsible for the quality of the programs it provides, both associate and baccalaureate degree-granting institutions are expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor.

Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

a) Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from a regionally accredited Illinois community or junior college whose general education requirement for the degree incorporates the Illinois General Education Core Curriculum will have met the receiving institution's all-campus, lower-division general education requirement for the baccalaureate degree (or for a second associate degree). A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.

b) Students admitted in transfer who have satisfactorily completed the Illinois General Education Core Curriculum at any regionally accredited Illinois college or university prior to transfer should be granted credit in lieu of the receiving institution's all-campus, lower-division general education requirement for an associate or baccalaureate degree. A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.

c) Students admitted in transfer who have satisfactorily completed courses within the Illinois General Education Core Curriculum at a regionally accredited Illinois college or university should be granted credit towards fulfilling the receiving institution's comparable all-campus, lower-division general education requirement.

d) Students admitted in transfer who have met program entry requirements and have satisfactorily completed courses described in an Illinois Articulation Initiative Baccalaureate Major Curriculum Recommendation at a regionally accredited Illinois college or university should be granted credit towards fulfilling the receiving institution's comparable lower-division requirements for that specific major. Where admission is competitive, completion of a Baccalaureate Major Recommendation does not guarantee admission.

Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation and in

resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula.

Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.

A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer.

PARTICIPATING INSTITUTIONS

All Illinois associate and baccalaureate degree-granting institutions are eligible to participate in the Illinois Articulation Initiative. To record a desire to participate, degree-granting institutions are invited to submit a Statement of Intent. Institutions may participate in the Illinois transferable General Education Core Curriculum agreement and/or in one or more of the several Baccalaureate Majors' agreements, with the level of participation in Baccalaureate Majors' agreements depending upon whether or not the institution offers a program in the specific major.

Institutions were invited to submit statements of intent to participate in the Illinois transferable General Education Core Curriculum after its endorsement by the Board of Higher Education and the Illinois Community College Board in fall 1994, and are invited to submit statements of intent to participate in each Baccalaureate Major after the respective panel has reviewed the majority of courses submitted as matches to its recommendation.

Although invitations are extended at specific times and the majority of institutions respond within a six-week time frame, institutions are welcome to become participants at any time.

BACCALAUREATE MAJOR PANEL FORMATION

Baccalaureate majors are selected for articulation based on the number of transfers (i.e., largest first). Only programs offered by a number of institutions are considered.

Panel size depends upon the number of institutions offering programs in the field, with panel membership priority given to the largest programs. Assuming eight or more public universities offer a particular program, the basic composition is as follows:

- Up to 8 public university faculty members
- Up to 10 public community college representatives (9 faculty members and 1 academic officer)
- Up to 4 private institution faculty members
- Up to 3 transfer coordinators (one from each sector)
- Optional: Consultants from licensing or accrediting agencies or organizations, state professional associations, high school teachers, and employers

CHARGE TO BACCALAUREATE MAJORS' PANELS

Each baccalaureate major panel is charged to develop a recommendation for prospective students who have decided upon their major but who have not yet decided upon the institution to which they may transfer (or to which they might be admitted). Each panel needs to identify those courses that incoming transfer students should have completed in order to be admitted as a junior into the baccalaureate major. The panel should identify and describe:

1) Any additional general education courses beyond those in the General Education Core Curriculum that students need to complete to meet degree or college requirements (e.g., should students have completed a foreign language?)
2) Any courses in the major or related disciplines that "native" students commonly take as freshmen and sophomores.

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3) Any other information the prospective student should know about transfer into the major (e.g., what subfields or disciplines does the major include? Is there a minimum GPA requirement for admission? Are there entry exams? Is there a performance criterion required—audition, portfolio, etc.?)

Including the transferable General Education Core Curriculum, the panel's recommendation should comprise about 60 semester credit hours (up to a maximum of 64 semester credits). Community and junior college students are encouraged to complete an Associate in Arts or Associate in Science degree before transferring.

PANEL OPERATING PROCEDURES

Initial Panel Meeting

At its first meeting, a panel selects co-chairs (from two different sectors) and determines its operating procedures, including establishing the frequency, specific dates, times, and places of future meetings.

Recommendation Development

To come to consensus on its recommendation, panels generally begin by reviewing any prior articulation agreements, recommendations from professional associations or accrediting agencies, if applicable, and program major requirements at participating institutions. The panel determines what is commonly required or essential for junior standing in the major and describes these requirements, including descriptions for courses.

A panel's draft recommendation is then disseminated to all participating institutions for review and comment, with a minimum of six weeks allowed for institutional review. When comments are received, the panel reconvenes to discuss the comments and revise its recommendation, as needed.

A panel's final recommendation is submitted to the Steering Panel for its endorsement (see criteria below). The Steering Panel forwards endorsed recommendations to the Board of Higher Education, Illinois Community College Board, and, in some cases, the State Board of Education for their endorsement. Board endorsement is the step needed to begin the implementation process.

Recommendation Implementation

After a panel's recommendation is endorsed, participating institutions are asked to identify the courses described in the recommendation. The panel, then, reviews the identified courses, accepting or rejecting them as matches to its descriptions. The panel may also during this period modify its recommendation to make its original intent clearer or to accommodate common curriculum changes. The panel's recommendation (text) and list of reviewed, matched courses is then added to the IAI Web site.

PANEL MEMBER IDENTIFICATION

Principles

All Illinois Articulation Initiative panels will need to continue to operate for the foreseeable future.

Panel size depends on the diversity of disciplines represented (General Education Field Panels) or the number and sector of institutions offering programs (Baccalaureate Majors' Panels). Optimum size, assuming diversity of both disciplines/subfields and institutions, is 22 to 26 members. In no case should a panel be fewer than 10 members.

Since different methods are used to identify initial panel members from the three sectors and from the transfer coordinators, these same methods should be used to identify replacements.

In replacing panel members, sector and disciplinary/subfield representation should be maintained.

All panels select their own co-chairs.

The Steering Panel will continue to include three types of members: The co-chairs of each of the General Education Field Panels, representatives from institutions in each of the three sectors, and representatives of the Transfer Coordinators of Illinois Colleges and Universities.

Replacement Processes

Sector/Institutional Representatives:

Public Universities and Independent Colleges and Universities

BHE staff coordinates identification of panelists from participating public universities and independent colleges and universities, based on size of program and giving consideration to frequency of representation and special institutional interests or missions.

Institutions will be given an opportunity to name a replacement for a leaving panel member. If an institution chooses not to replace a member, another participating institution from that sector will be given an opportunity to name a member to the panel.

Community Colleges

ICCB staff coordinates identification of panelists from participating public community colleges, giving consideration to size of program, regional representation, frequency of representation, and special college interests or missions.

ICCB staff consults with the organization of chief academic officers to select an initial or replacement member for each panel.

ICCB staff consults with the Faculty Organization to select an initial or replacement member for each panel.

Transfer Coordinator Representatives

The Transfer Coordinators' organization elects representatives to the Steering Panel on a rotating basis.

The co-chairs of the Transfer Coordinators of Illinois Colleges and Universities select initial and replacement panel members.

Adopted by the Steering Panel. April 1996

STEERING PANEL'S CRITERIA FOR ENDORSEMENT

The Steering Panel bases endorsement of curriculum recommendations submitted by IAI faculty panels on the following three criteria:

1. The extent to which the panel's recommendation reflects consensus of the panel members;
2. The extent to which the panel included all types of institutions offering programs in the field or discipline, and
3. The extent to which the panel's recommendation will ease the transfer of credit among institutions.

Adopted by the Steering Panel. April 1995

GENERAL EDUCATION AND MAJORS: COURSE ASSIGNMENT REVIEW

In May 1995, colleges and universities participating in the Illinois Articulation Initiative began submitting computer disks identifying courses that match those in the General Education Core Curriculum and the first ten Baccalaureate Majors' Recommendations. Each panel reviews the identified courses, eliminating some, recoding others, and revising its descriptions, when needed. *Course review is continuous*, since institutions may add, change, or discontinue courses. As of May 15, 1997, the General Education Core Curriculum course database is available on the IAI website: *http://www.iTransfer.org*. Baccalaureate Majors' Recommendations and courses will be added during 1997-98 and as they are completed thereafter.

Request to Add/Change/End a Course

There are only two possible course actions: Add and End. A request to add a course to the database should be submitted to the specific general education or baccalaureate major panel, which will then review whether it matches the description to which it is being assigned. The panel will either add it or return it to the institution. A request to end a course already on the database does not require panel action, however, ended courses will continue to be listed with an ending date to accommodate students who completed it while it was active. A course change is both an End and an Add—i.e., the course already listed will be ended, and the "revised" course will be added as a new course. Course changes that do not change course content—e.g., a change in prefix, number, or title (if neither the content nor the level of the course has changed)—may or may not need to be reviewed by the panel.

The following is ***Minimum Information Necessary to Add (or Change) a Course or for Reconsideration of a Course:***

- Institution's Name and FICE code
- Proposed IAI General Education or Major Course Code
- Institution's Course Prefix, Number, and Title
- Number of credit hours and credit type (semester, quarter, or other)
- Course Beginning Date (term and year)
- COMPLETE SYLLABUS, containing:
  - course prefix/number and title, number of credit hours and contact hours, and studio or laboratory hours, if applicable;
  - catalog description including any prerequisites;
  - course goals and expected student learning outcomes;
  - topical outline;
  - method(s) for evaluating student performance, including required writing assignments, if applicable;
  - text(s) used, and required reading lists, if applicable;
  - date the syllabus and any supportive materials were prepared; and
  - delivery system, if nontraditional.
- Signature of institution's Transfer Coordinator

The following is the ***Minimum Information Necessary to End a Course:***

- Institution's Name and FICE code
- IAI General Education or Major Course Code
- Institution's Course Prefix and Number and Course Title
- Course Ending Date (term and year)
- Signature of institution's Transfer Coordinator

Requests to add/end courses must be submitted in writing to the relevant panel by the institution's official transfer coordinator (or official institutional contact person, if no transfer coordinator).

Request for Panel to Review Another Institution's Matched Course

A participating institution may request a general education or a major panel to review another participating institution's course by submitting a written request from the institution's chief academic officer (or designee). The minimum information necessary to request a panel to review a course assignment is also on the reverse. Both the institution offering the course and the institution requesting the review will be informed of the panel's decision and rationale for it.

The following is the ***Minimum Information Necessary to Request a Review of Another Institution's Course:***

- Name of Institution Offering the Course
- IAI General Education or Major Course Code
- Institution's Course Prefix, Number, and Title
- Reason why course does not match panel's description
- Name of Requesting Institution
- Signature of requesting institution's Chief Academic Officer (or designee)

Request for a Panel to Reconsider a Course Assignment

If a panel rejects an institution's course as a match to one of the panel's course descriptions, the institution may request the panel to reconsider by following the procedures and submitting the same information as for adding a new course. A request to reconsider is a necessary first step before an appeal is appropriate.

Appeals Process

Institutions may appeal a general education or major panel's course or curriculum decision or an IAI implementation policy or other action by submitting a request for appeal in writing to the Steering Panel's BHE staff liaison. The Steering Panel Co-chairs and staff will review requests for appeal, determine whether criteria for appeal have been met, and provide the appeal request to the Steering Panel for decision at its next scheduled meeting. The Steering Panel's decisions are final.

Adopted by the Steering Panel, April 1997

IAI STEERING PANEL APPEALS PROCESS

Course and Curriculum Decisions

Colleges and universities that have submitted courses or curricula for articulation approval to either a general education or a baccalaureate major's panel have the right to appeal any decision rendered by those panels on the submitted material's eligibility for articulation. An appealing institution should first exhaust all means of discussion with the panel in question, including revising the courses or curricula as suggested by the panel, before turning to the Steering Panel for further appeal. The various panels will determine their own format for handling course and curricula appeals, governed by the common principles that all decisions be provided in a timely fashion and that reasons for any panel decision be explained in writing to the appealing institution. If a panel finds itself addressing the same issue repeatedly, it should devise and publish a position paper or explanatory statement outlining the panel's rationale on the issue. This statement should be distributed as widely as possible.

Any appeal to the Steering Panel must begin with a letter of appeal from the chief academic officer or his/her designee at the college or university to the IBHE Staff Liaison with the IAI Steering Panel. The appeal will be reviewed by the Steering Panel if one or more of the following conditions apply:

a) An institution feels—and provides some evidence—that a panel decision was arbitrary or capricious.

b) Substantive new information and arguments regarding the general education course or major have been developed that challenge the rationale of the panel. These ideas will be reviewed and discussed by the Steering Panel and, if appropriate, the panel in question with be contacted by the Steering Panel with a charge to deliberate further on its original position. This action will not be undertaken by the Steering Panel without significant evidence and justification furnished by the appealing institution.

c) The appealing institution presents evidence of inequitable treatment by the panel regarding a specific course. For example, the appealing institution may cite other participating Illinois colleges or universities receiving approval for a course comparable to the one that has been rejected. Copies of syllabi of the comparable course should be provided.

All appeals letters will be presented by the IBHE Staff Liaison to the Steering Panel Co-Chairs and ICCB Staff Liaison who will, together, decide whether the appeal meets the criteria above, how and when it should be presented to the Steering Panel, and whether it is necessary for the appealing institution to be represented at the meeting of the Steering Panel.

Policies or Other Actions

If an institution wishes to appeal a policy or action of the Steering Panel other than a curriculum decision, the appealing institution should present its letter of appeal from the chief academic officer (or designee) to the IBHE Staff Liaison who will discuss the appeal with the Steering Panel Co-Chairs and ICCB Staff Liaison. They will decide whether the appeal should be presented to the

entire Panel at the earliest possible opportunity for consideration and whether it is necessary for the appealing institution to be represented at the meeting of the Steering Panel.

Steering Panel Decision

The Steering Panel will review arguments and evidence presented by the appealing institution before rendering its decision. In both curricular matters and policy/procedural appeals, the decision of the IAI Steering Panel on all appeals is final.

Appeal letters along with supporting evidence should be sent to the IBHE Staff Liaison to the IAI Steering Panel c/o IBHE in Springfield at least one month prior to an IAI Steering Panel meeting. The Panel generally meets twice a year, in the fall and the spring. Any appeals to the Panel will generally be considered at one of the Panel's regular meetings. Unique circumstances may require immediate action by the Panel. A request for such action, along with a statement of the circumstances warranting it, should also be directed to the IBHE Staff Liaison who will discuss the matter with the Panel Co-Chairs and ICCB Staff Liaison in order to determine how to proceed.

Adopted by the Steering Panel: April 1997

PUBLIC UNIVERSITY-COMMUNITY COLLEGE ACADEMIC LEADERSHIP CONFLICT RESOLUTION STATEMENT

At its meeting on February 27, 1997, the Academic Leadership Group of community college and public university chief academic officers confirmed its continued support for and confidence in the Illinois Articulation Initiative and in the ongoing efforts of the Transfer Coordinators of Illinois Colleges and Universities in facilitating the transfer of students among Illinois colleges and universities. It was the consensus of the group that the Illinois Articulation Initiative and the Transfer Coordinators addressed a majority of problems associated with transfer and articulation. Recognizing that conflicts will periodically arise among the various institutions and groups interested in articulation and transfer issues, the Academic Leadership Group recommends the following processes for minimizing problems and resolving differences:

1. When a conflict arises between two institutions, the chief academic officers should take action to resolve the issue. Further, each participating institution should develop a multi-level process for identifying and addressing articulation problems. Such a process should include the chief academic officer but may also include appropriate faculty committees so that articulation decisions are part of the campus' academic decision-making processes. General problems of transfer or articulation, especially those not attributable to the Illinois Articulation Initiative, and those involving several institutions should be referred to the Transfer Coordinators of Illinois Colleges and Universities. The staffs of the Illinois Community College Board and Illinois Board of Higher Education will provide assistance in resolving issues.

2. The Illinois Articulation Initiative's Steering Panel should continue to identify and address development and implementation issues as they arise. The Steering Panel also should proceed to adopt and implement a more formal review and appeals process, involving the general education and majors panels as appropriate, and make the procedures widely known.

3. Continuous improvement of lines and methods of communication among all constituents with a stake in articulation and transfer is of paramount importance to assuring the success of the Illinois Articulation Initiative in facilitating student transfer. The Board of Higher Education and Illinois Community College Board will give priority to communicating with all constituents. Transfer Coordinators of Illinois Colleges and Universities, the Illinois Articulation Initiative Steering Panel and both General Education and Baccalaureate Majors' Panels, and the academic leadership of all participating colleges and universities also should regularly communicate with appropriate constituencies.

The members of the Academic Leadership Group agreed that these steps would be effective in minimizing problems and resolving differences and confirmed their commitment to resolve transfer and articulation problems as they arise. The organization of Community College Chief Academic Officers has agreed to provide assistance to institutions and to serve as a forum for addressing transfer and articulation issues, particularly issues not addressed within the Illinois Articulation Initiative. The Transfer Coordinators plan to hold regional workshops next year to orient campuses to the Illinois Articulation Initiative.

Academic Leadership Group

Tobin G. Barrozo, Provost, Governors State University
Avan Billimoria, Provost and Academic Vice President, Chicago State University

Thomas Campbell, Vice President for Academic and Student Services, Illinois Central College
Dale Ewen, Vice President for Academic and Student Services, Parkland College
John S. Haller, Jr., Vice President for Academic Services, Southern Illinois University
Ivan J. Lach, Deputy Director, Illinois Community College Board
Estela R. Lopez, Provost, Northeastern Illinois University
Sylvia Manning, Vice President for Academic Affairs, University of Illinois
Robert Mees, Vice President for Instructional Services, John A. Logan College
J. Carroll Moody, Executive Vice President and Provost, Northern Illinois University
Omero Suarez, Vice Chancellor for Academic Affairs, City Colleges of Chicago
John Urice, Provost, Illinois State University
Terry Weidner, Interim Provost and Vice President for Academic Affairs, Eastern Illinois University
Burton O. Witthuhn, Provost and Vice President for Academic Affairs, Western Illinois University

ROLES AND RESPONSIBILITIES

Chief Academic Officers

Chief academic officers are responsible for internal campus communication about the IAI and for resolving differences between institutions, when necessary. Chief academic officers identify panel members, help orient them to the intent of the IAI and to both state and institutional policies on transfer and articulation, and promote a cooperative attitude on campus. They also coordinate the dissemination of IAI recommendations for comment and the submission of institutional comments on recommendations. [Academic Leadership, 1996 and 1997]

Official IAI "Contact Person"

The college/university's IAI contact person is responsible for responding to panel requests for information; coordinating the identification of institutional courses that correspond to those described in panel recommendations; and assisting with communication about the IAI on campus. The contact person may also be responsible for selecting and orienting faculty members to represent the institution on panels.

Transfer Coordinators

Each transfer coordinator should communicate regularly with campus faculty and administration about the IAI in order to answer questions and clarify expectations. Transfer coordinators should help orient general education and baccalaureate-majors' panel members to the intent of the IAI and to both state and institutional policies on transfer and articulation and should help promote a cooperative attitude.

Transfer Center Directors and Academic Advisors

Transfer Center directors and academic advisors should communicate regularly with campus faculty and administration about the IAI in order to answer questions and clarify expectations. Transfer Center directors also should help develop mechanisms for informing students about the IAI and actively participate in advisor training programs.